

Captain William G. Shoemaker Elementary School

School Improvement Plan

May/June 2012

PIM Team Members

ELA	MATH
Patricia Riley	Patricia Riley
Linda Roach	Phyllis O'Brien
Pauline Naples	Athena Panagopoulos
Rachel Pendergast	Kathy Meneades
Patrice Kotsakis	Barbara Sucharewicz
Diane Morin	Susan Bradstreet
Julie Potter	Diane LaMonica
Saruth Veth	Cindy Donovan

School Council Members

Patricia Riley, Principal
Athena Panagopoulos, Teacher
Phyllis O'Brien, Teacher
Kelly Papageorgiou, Parent
Kimberly Feeny Zollo, Parent
Maureen Mitchell, Parent
Patricia Foley, Business Partner

EXECUTIVE SUMMARY

School Profile and Demographics

The Shoemaker Elementary School is the eleventh largest of Lynn's sixteen elementary schools and has a student population of approximately 341 students. Demographically the student population is 12.3% African American, 5% Asian, 20.5% Hispanic, 0.3% Native American, 57.2% White, and 4.7 % multi-race non-Hispanic.

The student population is composed of 20.2% of students whose first language is not English, 2.1% who are Limited English Proficient, 51% who are low income, and 30.2% who receive services from the Special Education Department. Shoemaker is a Title 1 school. The school has ten self-contained classrooms for students with Autism Spectrum Disorders and two resource classrooms that are primarily an inclusion program. There are eleven regular education classrooms in the school. The following Table compares Shoemaker's selected population statistics with those of the district and the state.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Shoemaker	341	12.3	5	20.5	0.3	57.2	4.7	20.2	2.1	51	30.2
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

Shoemaker has a Composite Performance Index (CPI) of 84.9 in Mathematics and a CPI in ELA of 87.9. Shoemaker did not make AYP in Mathematics for the aggregate nor low income or white subgroups. Shoemaker made AYP in ELA in the aggregate and all subgroups. For ELA, the NCLB Accountability Status is **No Status** with an Improvement Rating of **On Target**. For Math, the NCLB Accountability Status is **Improvement Year 2- Subgroups** with a Improvement Rating of **No Change** according to the regulations of the No Child Left Behind Act of 2001 (NCLB).

The AYP Report is attached as part of the NCLB Report Card

MCAS Results

The following charts show the percentage of Shoemaker's students in each of the reporting categories; Advanced, Proficient, Needs Improvement, and Warning, for the third, fourth, and fifth grade MCAS math and English language arts (ELA) tests.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		69	49	21	43	10	8
2003	NA		67	46	24	43	8	11
2004	NA		72	51	23	40	5	9
2005	NA		74	49	18	40	8	11
2006	24	10	40	30	33	47	3	13
2007	14	6	49	35	25	28	12	25
2008	8	6	56	33	24	41	11	20
2009	5	5	46	32	39	44	9	19
2010	10	7	47	38	27	43	15	13
2011	13	6	40	41	34	41	13	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	9	2	64	32	22	37	4	29
2007	16	12	57	35	14	28	14	25
2008	29	16	37	35	21	28	13	21
2009	18	9	41	35	25	30	16	26
2010	17	13	39	36	27	32	17	19
2011	9	8	49	47	30	31	11	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	8	1	48	33	35	49	10	16
2003	16	3	49	35	31	46	4	17
2004	0	3	67	36	30	47	2	13
2005	2	4	44	32	49	47	5	17
2006	5	4	56	35	33	46	7	15
2007	3	3	58	35	34	44	5	18
2008	2	3	37	26	49	49	12	22
2009	7	4	42	28	42	44	8	23
2010	0	2	51	29	42	50	8	20
2011	3	3	46	30	38	46	13	22

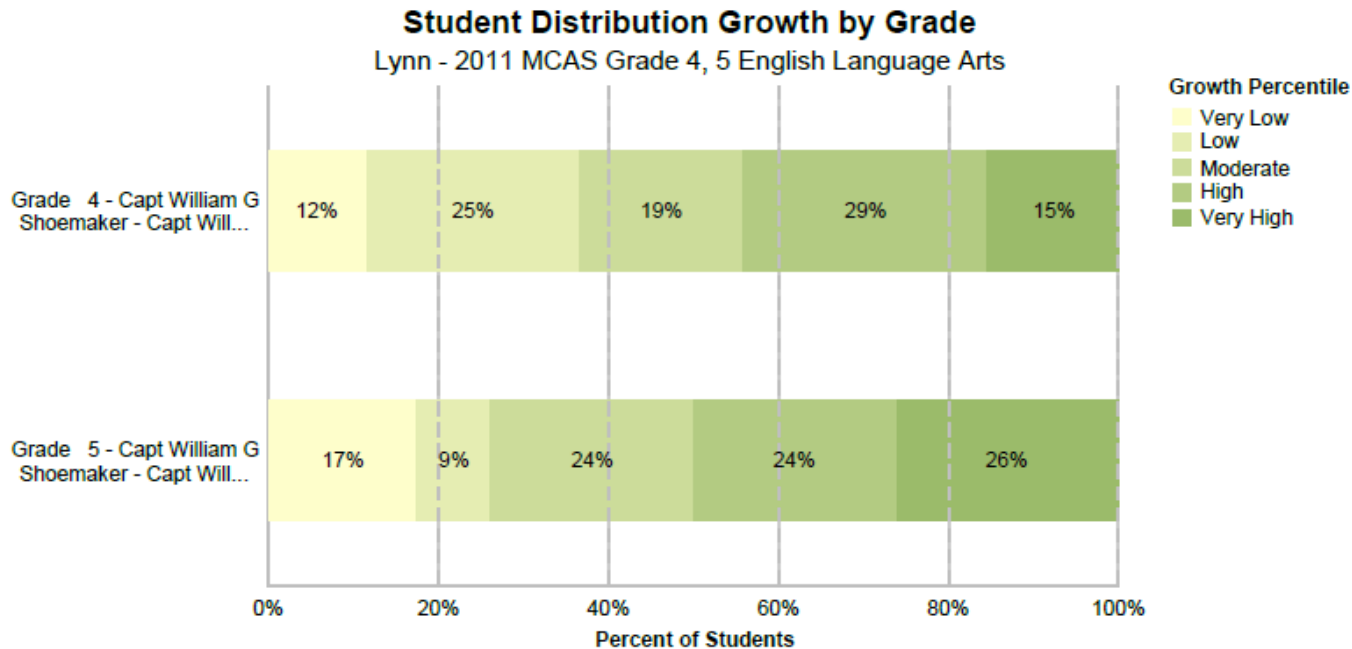
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	11	5	28	19	45	46	15	31
2003	11	5	30	20	50	50	9	25
2004	9	6	30	22	52	54	9	18
2005	5	7	18	19	64	53	13	21
2006	16	8	31	19	48	52	5	20
2007	31	11	45	27	22	43	3	19
2008	24	10	41	24	27	44	8	22
2009	24	7	34	23	32	48	10	22
2010	23	9	36	26	32	48	9	17
2011	10	7	30	23	48	49	13	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	8	8	48	37	34	42	10	14
2007	8	6	75	46	12	35	5	12
2008	12	6	60	40	22	40	6	14
2009	13	6	52	36	27	40	8	18
2010	6	6	52	37	35	38	8	18
2011	17	7	56	44	13	34	13	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	14	9	34	23	40	35	12	33
2007	18	10	53	33	23	37	5	19
2008	33	13	40	25	21	37	6	25
2009	33	11	35	27	19	28	13	34
2010	29	12	31	24	29	37	10	27
2011	17	12	44	34	17	33	21	21

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Capt William G Shoemaker - Capt William G Shoemaker	52	6	13	10	15	8	49%
Grade 5 - Capt William G Shoemaker - Capt William G Shoemaker	46	8	4	11	11	12	73%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics

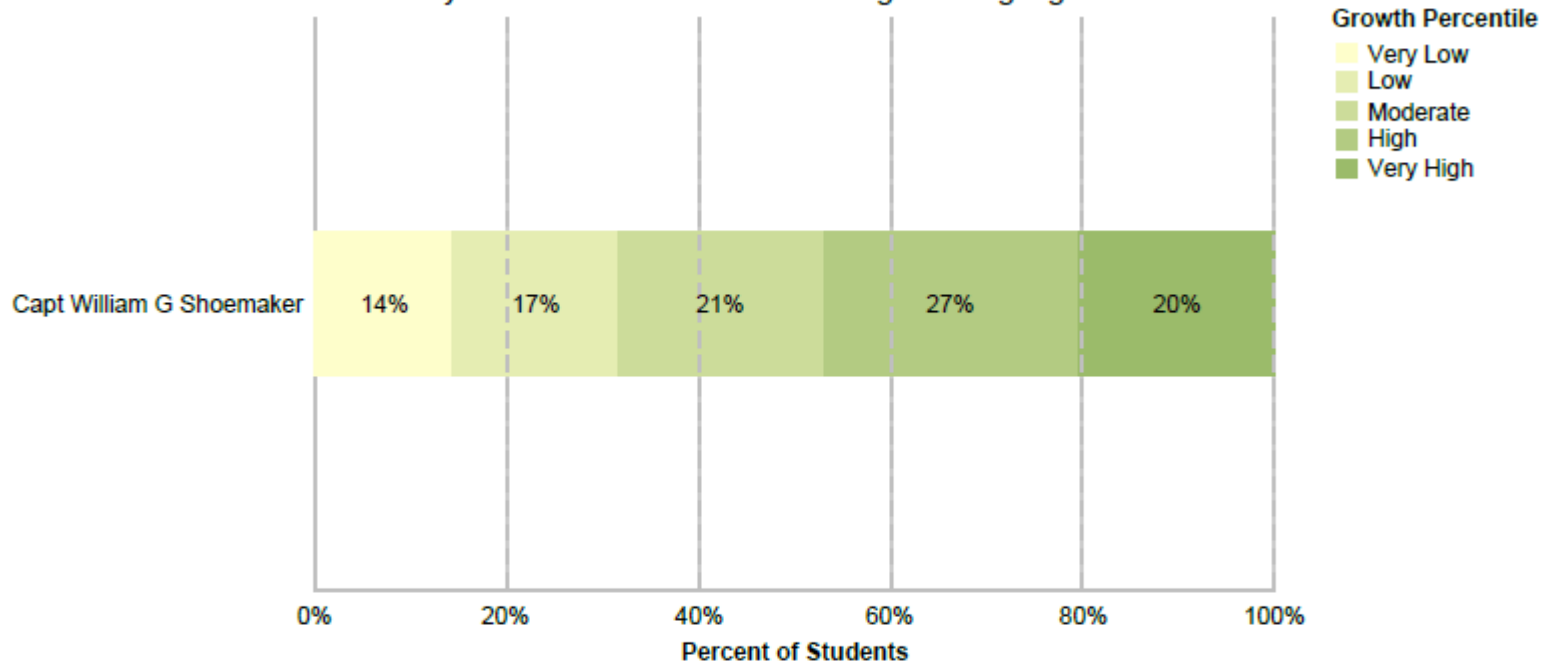


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Capt William G Shoemaker - Capt William G Shoemaker	52	4	11	16	13	8	39%
Grade 5 - Capt William G Shoemaker - Capt William G Shoemaker	46	13	11	7	11	4	62%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School Lynn - 2011 MCAS All Grades English Language Arts

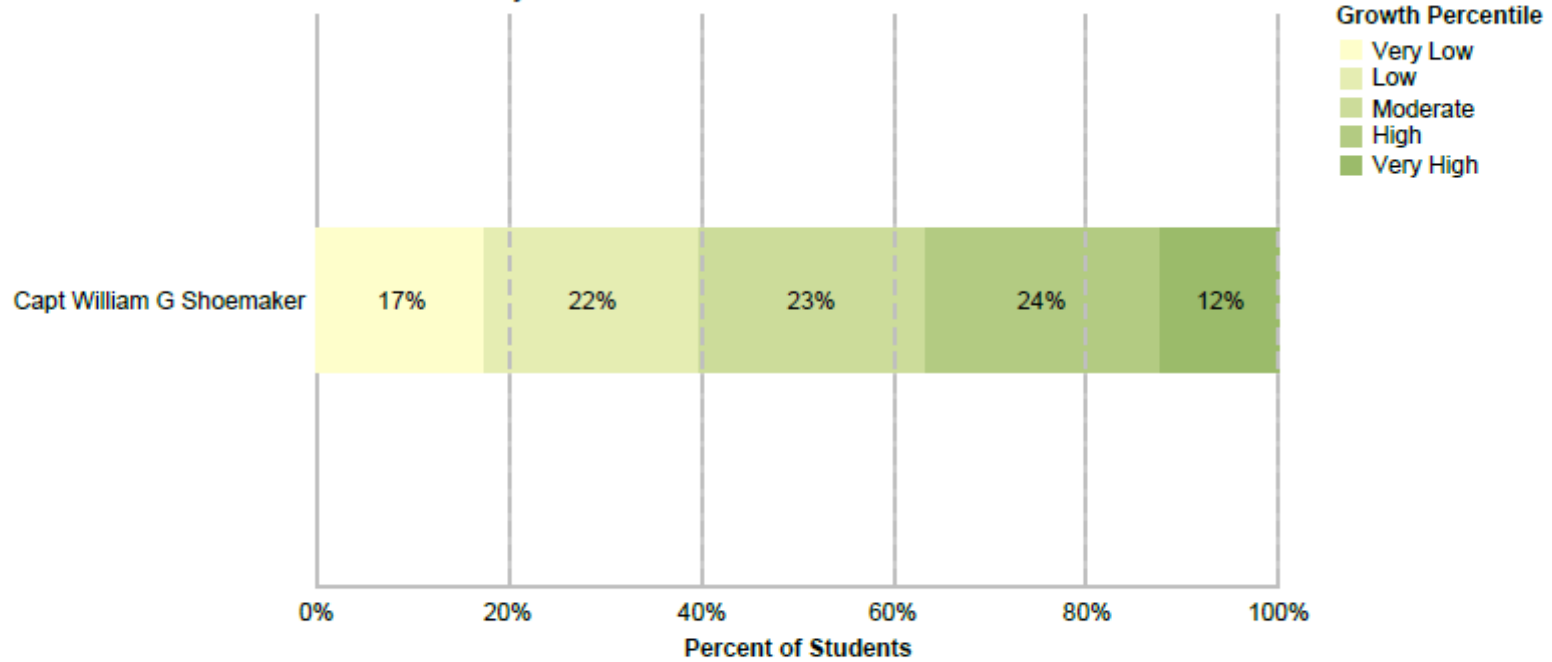


	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Capt William G Shoemaker	98	14	17	21	26	20	57%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Capt William G Shoemaker	98	17	22	23	24	12	52%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three.

The following charts show the percentage of the Shoemaker Elementary School students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2006-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011.

Grade K- Shoemaker

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	55	13	32	71	13	16	58	18	24	81	15	4	60	16	24
	Winter	70	11	19	79	13	8	76	24	0	87	11	2	70	18	12
	Spring	81	16	3	92	5	3	78	22	0	94	6	0	77	16	7

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	45	21	34	55	29	16	71	16	13	49	19	32	62	20	18
	Winter	8	76	16	39	39	21	32	63	5	54	44	2			
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	19	51	30	63	24	13	78	19	3	73	27	0	67	12	21
	Spring	89	11	0	89	3	8	92	8	0	94	6	0	80	18	2

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	54	5	41	55	21	24	89	6	5	92	8	0	63	12	25
	Spring	86	14	0	87	8	5	84	11	5	94	4	2	82	16	2

**Grade 1-
Shoemaker**

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	71	12	16	69	24	7	83	15	2	84	14	2	78	20	2
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	52	21	27	80	16	4	87	6	7	49	49	2	88	8	4
	Winter	85	11	4	96	2	2	91	9	0	98	2	0	100	0	0
	Spring	96	4	0	91	7	2	98	2	0	100	0	0	100	0	0

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	54	21	25	74	13	13	74	24	2	72	19	9	58	28	14
	Winter	51	32	17	72	24	4	51	47	2	66	32	2	74	20	6
	Spring	74	21	6	88	10	2	70	26	4	73	25	2	71	8	21

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	NA														
	Winter	60	30	9	76	20	4	70	24	6	77	18	5	82	18	0
	Spring	79	15	6	78	17	5	66	30	4	84	14	2	84	14	2

Grade 2

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	82	14	4	67	25	7	85	11	4	72	26	2	83	17	0
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	67	26	7	80	16	4	83	17	0	74	26	0	72	26	2
	Winter	10	80	15	6	89	7	94	2	4	85	13	2	81	15	4
	Spring	72	17	10	81	13	6	81	15	4	67	25	8	79	15	6

Grade 3

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				75	21	3	88	10	2	75	21	4	67	27	6
	Winter				75	20	5	94	4	2	81	13	6	79	17	4
	Spring				62	32	4	83	17	0	66	28	6	80	14	6

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	73	21	6	68	16	16
	Winter	82	16	2	76	18	6
	Spring	78	22	0	80	13	7

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	84	14	2	92	8	0
	Winter	88	8	4	86	14	0
	Spring	82	16	2	85	15	0

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Shoemaker's current plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation
To maintain AYP in ELA	Teachers will expose students to a variety of nonfiction material	Teachers used a wide variety of nonfiction texts across all curriculums. Library resources were used to supplement social studies and science curriculum. Monthly nonfiction lessons were conducted in all classes. Fundraiser was used to raise funds to purchase additional non-fiction resources for library. A Hard Scrabble Grant was also written to provide additional nonfiction texts to the school library. The district purchased nonfiction texts for classrooms. These have been organized by standards and topic. All teachers have been provided a list of new resources.
	Teachers will model strategies to identify, analyze, and apply knowledge relating to informational materials.	Teachers used Trophies reading program to develop strategies for analyzing informational materials. Charts developed and referred to when dealing with informational text. Assessment tests guided lesson's focus. A Comprehension Toolkit was purchased fro Grade 2 that will be used to model strategies. Additional kits will be purchased.
	Teachers will refer to the Massachusetts Frameworks for instructional content.	Teachers included framework references in lesson plan books. Plan books collected bimonthly and reviewed for content. Teachers are currently working in teams to plan standards-based theme units using Trophies as the core but adding additional resources that will assist students in meeting success.
	Teachers will expose the students to a variety of genres.	Teachers fully implemented Trophies reading program. (120 minutes per day) Each unit of study in program deals with different genre.
	Teachers will model strategies for locating main ideas with supporting details.	Teachers developed the use of graphic organizers. Organizers used to map comprehension strategies developed weekly.
To make AYP in MATH	Teachers will model strategies for pupils to respond to open ended ELA MCAS questions.	Teachers use past MCAS questions to teach strategies. Beginning in January through May grade 3, 4, 5 teachers spend 90 minutes per week reviewing questions. Grade 1 and 2 teachers do one open ended question at the end of each unit of study.
	Teachers will model strategies to analyze mathematical situations and structures using algebraic symbols.	Teachers implement Houghton Mifflin math program 60 minutes per day and Calendar Math Program daily. AYP testing and calendar math assessments used to monitor progress.
	Teachers will provide opportunities to solve problems using mathematical models and quantitative relationship.	Teachers use Problem Solver and Read It Draw It Solve It. One of these is used daily for before school work.
	Teachers will model strategies for pupils to respond to open ended Math MCAS questions.	Teachers use past MCAS questions to teach strategies – model the correct process of how to answer open response questions in the content area of math. Beginning in January through May grade 3, 4, 5 teachers spend 90 minutes per week reviewing questions.

Shoemaker SY 2012-2013 School Improvement Plan

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goal continues to be:

- To make AYP in both ELA and mathematics for the aggregate and all subgroups.

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Shoemaker made AYP in ELA Aggregate and low income groups but not for Math. Shoemaker remains above the state average. There has been a 1.1 increase in the ELA CPI and a .8 decrease in the mathematic CPI. These data indicate that the strategies implemented at the school for the past two years need to be maintained in targeting reading comprehension skills across all genre. Since the AYP in Mathematics has decreased for the third year strategies need to be developed to teach students to explain their thinking verbally and in writing.

ELA No Status

Weaknesses in math:

- Basic Math Facts
- Number Sense

Student Learning Objectives

The action plan that follows outlines the student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will continue to develop reading comprehension in order to maintain a No Status designation in ELA/Reading by increasing the CPI by 2 points.
- Students will be able to answer multiple choice and open response questions accurately in math.

Shoemaker SY 2012/2013 School Improvement Plan

Goal	Meet the state target for Adequate Yearly Progress in ELA by increasing the CPI by 2 points.
Identified Student Weakness	NA
Student Learning Objective	Students will continue to develop reading comprehension in order to maintain a No Status designation in ELA/Reading.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will improve their implementation of Tier I Reading instruction by self-identifying 2-3 elements that they can individually improve upon. These include, but are not limited to,</p> <ul style="list-style-type: none"> • Tier I Basics e.g. lesson purpose, pacing, feedback, repeated practice, match to learner need • Grouping configurations e.g. whole, small, flexible, heterogeneous, homogenous • Procedures and routines e.g. rules/expectations, organizational strategies, classroom layout, materials management • Structures e. g. nonverbal cues, jobs, rotation chart 	Sept. 2011 – June 2012	PD by Ideal Consulting	<p>Teacher planning templates Common Planning discussions Classroom observations</p>
<p>Teachers will expose the students to a variety of materials that will enable them to analyze and interpret many different genres. Efforts will be made to increase student engagement with nonfiction.</p>	Sept. 2011 – June 2012	Trophies Reading Materials Library resources Trade books	<p>Plan Books Classroom observation Common Planning Discussions</p>
<p>Teachers will implement school wide routines that may include <i>Get The Gist</i> (summarizer), 2 Column notes, READ, and Open Response checklists.</p>	Sept. 2011 – June 2012	Descriptions of each routine for each classroom	<p>Plan Books Classroom observation Common Planning Discussions</p>

Shoemaker SY 2012/2013 School Improvement Plan

Goal	Meet the state target for Adequate Yearly Progress in Mathematics by increasing the CPI by		
Identified Student Weakness	Basic math facts and approach to problems		
Student Learning Objective	Students will be able to answer multiple choice and open response questions accurately in math.		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will expose students to math vocabulary that will enable them to interpret math open response questions. Previous MCAS tests will be used to generate vocabulary along with vocabulary from the math program. Grades K-2 will introduce and develop the meaning of math terms. Grade 3-5 will underline key math vocabulary in all math assessments and determine what operation to perform to solve problems.	Sept. 2011 – June 2012	Houghton Mifflin Math Program MCAS tests AYP tests Calendar math tests	Word Walls Student work samples Curriculum assessments
Teachers will implement school wide routines in problem solving strategies needed to correctly answer questions in math. These include, but are not limited to, <ul style="list-style-type: none"> • BUS (Brainstorm, Underline the key words, Solve) • PEMDAS (Please Excuse My Dear Aunt Sally) for order of operations • Math Notebooks in which students record Lesson objectives, Vocabulary with definitions, and examples. Teachers demonstrate how and expect students to use these as reference. 	Sept. 2011 – June 2012	Houghton Mifflin Math Program Calendar Math Read It, Draw It, Solve It Problem Solver	Classroom observation Student work samples Collegial sharing at grade level meetings Review of notebooks
Teachers will provide opportunities for pupils to interpret and respond to mathematical concepts verbally and in written format. Specific activities for all classes: <ul style="list-style-type: none"> • Daily journal prompt • Explain your thinking using modeling, supportive coaching, independent practice • Talk through explanation with students using progressive prompts to enable students to explain what they know and build upon it. 	Sept 2011-June 2012	Houghton Mifflin Math Program Charts, graphs Read It, Draw It, Solve It	Check list to respond to open response questions. Student work samples. Observation by principal with feedback Collegial sharing at grade level meetings
Teachers will provide instruction and set pacing to teach concepts and basic facts to mastery.	Sept 2011-June 2012	Common Core Standards Crosswalk	Plan Books Classroom observation Common Planning Discussion Assessments explicitly matched to focus instructional areas

Parent Involvement

This year the Shoemaker School is planning on implementing the following parent involvement activities:

- Monthly newsletter and calendar of events
- Monthly PTO meetings
- Grade Level Events to present to parents
 - Grade K
 - Grade 1 – Mother’s Day
 - Grade 2 – Wax Museum highlighting Biography
 - Grade 3 – TBD
 - Grade 4 – TBD
 - Grade 5 - TBD
- Three Open Houses that showcase pupils’ work
 - Title I – Meet the Teacher in September
 - Conference Night
 - Math or Science Night to showcase work
- Parent handbook (provided by district)
- PTO sponsored Field Day
- Cultural programs sponsored by PTO
- Grade level field trips sponsored by PTO
- COACH program parent workshops
- Holiday and Seasonal Concerts (Veterans Day, Winter/Holiday, Memorial Day)
- Family Activities: Roller Skating Parties, School Dances, Sundaes with Santa
- Nature’s Classroom (Grade 5)
- Library volunteers
- Classroom volunteers (PreK-2)
- Parent volunteers to assist with transition events (Kindergarten and Grade 5 promotion, Kindergarten Open House, Kindergarten Opening Tea)